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Final Report 1991

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-Final Report-

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Position: Personnel Training Specialist

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Project: Basic and Non Formal Education Systems Project, Lesotho, Africa

Employer: University of Massachusetts, Amherst
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INTRODUCTION

Staff development has been a central theme for the BANFES project over the past 5 years and training has indeed pervaded every aspect of the project in all its goals, tasks and accomplishments. Trained and confident Ministry of Education (MOE) personnel were considered critical to assure effective systems, procedures, curriculum and materials. It was expected that trained individuals would continue to improve Lesotho's education system.

This report is a review of tasks and accomplishments associated with the coordination of training for a complex and decentralized project which involved over 10 000 participants in 300 activities.

Included in the report is a review of the process and procedures used in for establishing the BANFES training component as required by the Project Document, an outline of the logistical support provided and a summary of outcomes both in terms of completed training and structures for institutionalization and sustainability that were established.

It should be noted that my tasks were twofold:-

To establish a mechanism resulting in the effective coordination of all project training based on needs identified at each component by Technical Advisors and local staff.

To help establish a Ministry of Education training infrastructure which could be useful after the completion of the Project.

I. COORDINATION OF PROJECT TRAINING: PROCESS AND STRUCTURES

ACCOMPLISHMENTS:

- Facilitated an MOE-wide dialogue among departments and project personnel on how certain organizational problems could be alleviated through training.
- Determined who within the Ministry of Education could provide leadership given their talents, interests in training and time constraints.
- Encouraged key decision-makers to participate in an MOE Training Committee that would establish policy, provide guidelines, approve training requests and be responsible for an overall operational training plan.
- Developed and refined a training model to assure a systematic approach to defining training needs, determining objectives, developing curricula, designing materials, conducting training sessions and monitoring activities.
- Facilitated a spirit of contagious enthusiasm for training and organizational development activities throughout the Ministry.
- Developed uniform procedures for initiating and documenting training.

TASKS

A. FACILITATING A CONSENSUS: TRAINING FOR WHOM AND FOR WHAT?

Initial tasks developed a consensus on the part of project TAs and MOE staff on clients for training, range of training activities, types of training appropriate, and some possible component outcomes. Preliminary discussions and a review of the Project Paper indicated that the clients selected or chosen for training should include MOE support staff, MOE management personnel and professional educators who were employed within any of the 4 major project components:

- (1) National Teacher Training College;
- (2) National Curriculum Development Centre and the Instructional Material Resource Centre;
- (3) Thaba-Tseka Skills Training Centre and
- (4) Ministry of Education Headquarters.

These groups would be the initial recipients of training and it was agreed that all project training would relate to the 22 project component outputs (see appendix A).

The next step was to develop a broad vision of training, a vision which considered individuals, components and MOE needs and which factored in such outcomes as skills acquisition and institutional strengthening.

The training outcomes were enumerated after discussions with Technical Advisors and MOE staff. The goals of training were:

- To help each MOE staff member feel a sense of accomplishment and improve his/her performance by acquiring new skills and attitudes.
- To provide MOE staff with alternative and innovative approaches to strengthening their programs.
- To exchange ideas and network with relevant individuals and organizations in the region.
- To encourage the development of products such as planning guides and instructional materials that would be useful to individual departments and components in achieving project goals.

B. TRAINING OPTIONS: TYPES AND TRAINING FORMATS

To help operationalize these outcomes, a broad range of training options were considered on an in-country, regional and overseas basis.

This included both short term and long term training. In addition it was determined that numerous formats for training would be considered including long term overseas participant training, study tours, workshops, conferences, courses and on-the-job training. Each component would justify an integrated mix of formats in their training plans. A more detailed review of each area is discussed in the outcome section of the report which provides an overview of all activities completed.

C. IDENTIFYING TRAINING NEEDS

During the initial phases of the project, a detailed needs assessment was completed at each of the project components. This was done to:

- Determine if training outcomes in the Project Paper were still essential or relevant.
- Gather information for component training plans.
- Analyze cross-component needs.

- Assess staff skill deficiencies.
- Outline possible organizational development activities and determine areas of dysfunction.

A review of the overall strategy, as well as a sample of the instruments used, is included in chapter two of the **Training Management Resource Book** developed as part of the project for the MOE.

It is important to note that the needs assessment process occurred at three levels; organizational, individual, and job specific. The organizational level focuses on overall MOE goals as well as on analysis of each of the project components.

On the individual level the "wants" of potential trainees were analyzed and at the job level, tasks were analyzed and performance standards considered.

Organizational capabilities were also reviewed and an overall training strategy including various training formats was considered for each component.

The information obtained from the needs assessment was used to develop an overall component training plan as well as to justify individual activities.

D. TRAINING PLANS

Shortly following the needs assessment, component training plans were created. Each plan contained:

- A brief INTRODUCTION, providing an overview of the component and an analysis of current problems.
- An EVALUATION of the consequences of the previous training activities, with its implications for future programs.
- A presentation of the long-term manpower development PERSPECTIVE: What the component was endeavouring to achieve through training in terms of its objectives and functions as well as the relationship to project outputs.
- A clear statement of the training PRIORITIES for the coming year.
- A list of the actual training ACTIVITIES planned for the coming year.

The training plans were then used to justify all further training activities and serve as a basis for resource allocation and co-ordination. Sample training plans are included in chapter seven of the **Training Management Resource Book**.

E. INITIATING AND APPROVING PROJECT FUNDED TRAINING

The next challenge was to find a mechanism for reviewing the numerous project requests as well as determining criteria for the approval of specific initiatives. This was achieved by establishing an MOE Training Committee as well as developing procedures for initiating training.

MOE Training Committee Established

The Permanent Secretary established the first MOE Training Committee.

Its members included key MOE-decision makers: the Deputy Permanent Secretary who was Chairman; the Senior Education Officer Primary; the Senior Education Officer Secondary; the NTTC Director; the Secretary of the TSC; the Principal Education Officer; the Chief Education Officer; and the Director of the Technical Vocational Unit. In addition, various Program Heads were co-opted when necessary.

The primary responsibility of the committee was to facilitate an overall MOE yearly training plan. Initially they focused on BANFES training initiatives. Attention was given to the areas of staff development for MOE personnel and in-service for teachers through the curriculum dissemination activities, the District Resource Teachers program and the Evening College. Major initiatives such as the Radio Language Arts Program and Breakthrough to Literacy were also considered.

A second critical responsibility of the Committee was to review all short-term, long-term, local, regional and international training on a monthly basis.

In addition, the Committee supported activities which resulted in improving the general management of the MOE, and strengthening primary education.

Terms of reference for the Committee included:

- The development of a training policy;
- A systematic review of all MOE training plans;
- A review of annual component training plans;
- A review of training initiatives on a monthly basis;
- A review the best use of training resources;
- A review nominations for overseas participant training;
- Co-opt additional committee participation on an ad hoc basis;

- Determine areas for collaboration, e.g., churches, other ministries and donor organizations;
- Communicate and disseminate information on training opportunities to appropriate MOE components and clients;
- Provide information to donors on training priorities.

Since its inception the Committee has been meeting on a regular basis over the past 4 years (approximately every two months). The BANFES Training Co-ordinator was responsible for determining the agenda in consultation with the Deputy Permanent Secretary and taking detailed minutes of each meeting.

Procedures for Initiating Training Established

A major challenge was to develop a simple and uniform mechanism for initiating training and then establishing criteria for approval.

A proposal format was developed and refined. (The original is included in Appendix B). It required the initiator to obtain support from his/her Program Head and the BANFES Component Co-ordinator. Sections of the document included background information on the proposed activity, its purpose, objectives and method of evaluation. A description of the participants and the proposed training dates was also included. Each activity required a budget and justification based on the training plan.

Criteria for approval were established and included the following:

- The relationship of the activity to the overall objectives of the project and the anticipated outputs of the components.
- The clarity of the objectives and relationship of the learning experiences to these objectives.
- Possible constraints in the implementation of the Training Activities.
- The procedures for evaluating its effectiveness.
- Cost effectiveness and justification for the amount of time spent on this activity within the framework of overall project needs.
- Commitment to the training activity by the institution both in terms of time and range of activities, as well as counterpart and participant involvement in organizing and implementing the Training Activity.
- Application of the training to improving job performance, strengthening the institution or resulting in a useful product.

Follow-up procedures were also developed and required each initiator to provide:

- Records of the actual participants.
- Completed questionnaires by participants and the organisers.
- A final schedule of the events/program.
- Sample handouts and products.
- An overall report.
- Suggested follow-up activities.

F. CRITERIA FOR SPECIFIC TYPES OF TRAINING ESTABLISHED

In addition, guidelines were established for nominating, selecting and placing individuals for long term overseas training.

A placement file was established for each participant and all phases of the selection and approval process were defined.

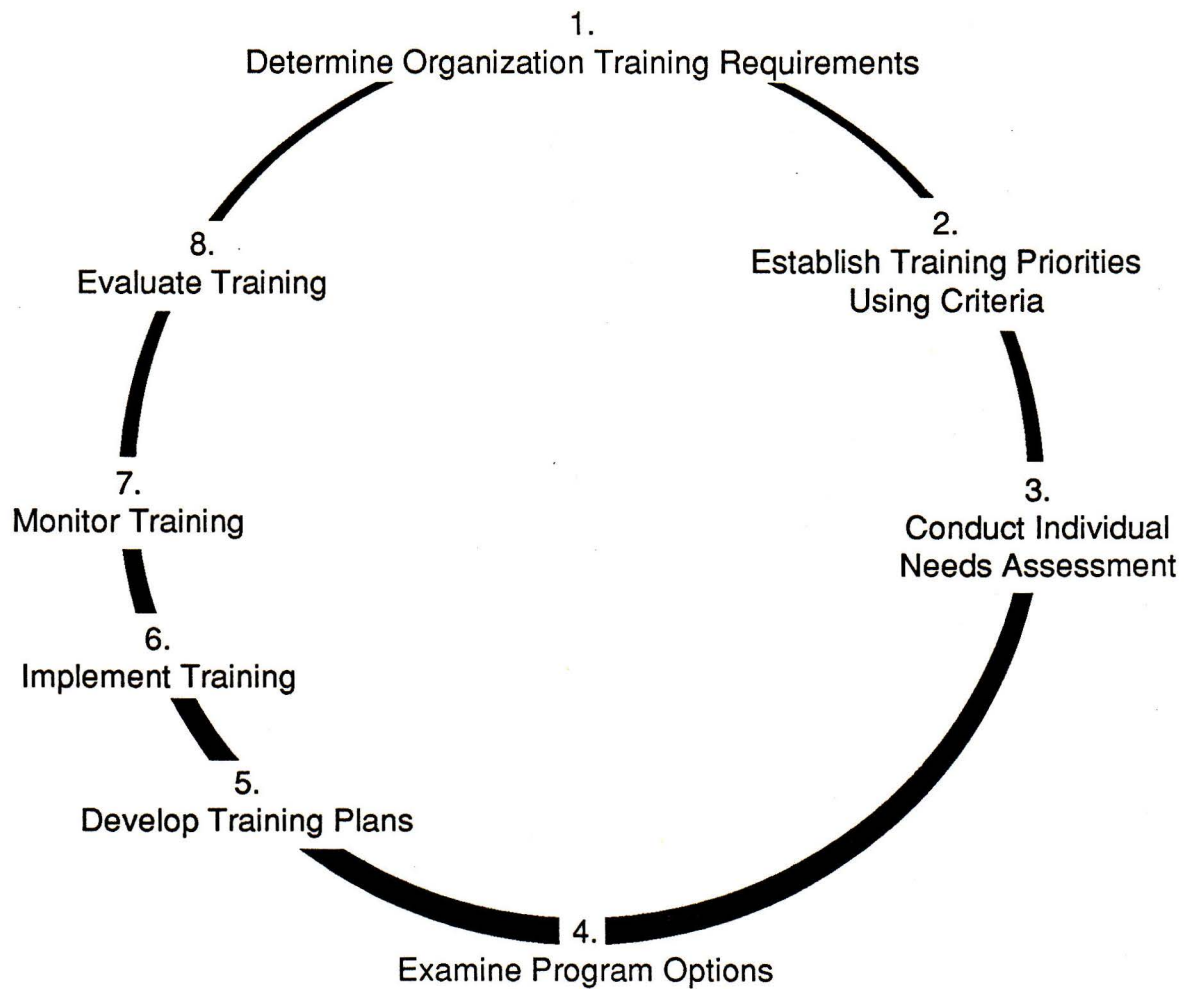
Guidelines for initiating regional study tours and conferences were also established.

G. MANAGEMENT OF TRAINING PROCESS IS ESTABLISHED

In summary, what was established was a management of training process which included the following sequence of events:

MANAGEMENT OF TRAINING PROCESS

(MOE / BANFES)



1. **Determine Organization Training Requirements:** These were determined in the original Project Paper which helped justify the BANFES Project.
2. **Establishing Training Priorities:** These related to the 4 components and the specific project outputs.
3. **Conduct Individual Needs Assessment:** This was completed during the initial stages of the project and served as the basis for justifying training activities.
4. **Examine Program Options:** Numerous short-term and long-term options were initiated locally, regionally and internationally using a range of training formats, e.g., workshops, courses, study tours etc.
5. **Develop Training Plans:** Comprehensive training plans were developed by appropriate TAs working with MOE leadership staff at all components. These plans helped bring a measure of focus and integration for training initiatives. Sections of the plan were up-dated on a yearly basis.
6. **Implement Training:** Logistical support and record keeping procedures were established and will be discussed in detail in the next section.
7. **Monitor Training:** A Project Activity Database was established and provided useful feedback to key decision makers on a regular basis. A description appears in the next section.
8. **Evaluate Training:** Procedures and data gathering instruments were developed to determine the usefulness of all training activities.

FINDINGS AND RECOMMENDATIONS

1. Training for the most part **continues** to focus on individual wants rather than institutional needs. Participant needs for advancement and increased responsibilities are often difficult to correlate with additional training.
2. The management of training process has resulted in fewer ad hoc decisions and resulted in a measure of equity in terms of who has access to training resources.
3. Useful needs assessment information is now available throughout the MOE. However, training plans should be updated on a regular basis. If new financial resources are not factored into an overall MOE budget, these plans will become wish lists.
4. The management of training process will require a greater commitment on the part of the MOE in terms of professional and administrative support.

- All MOE Program Heads should have a shared vision of training which transcends individual wants.
 - Organizational development strategies which result in a more fully-functioning institution should be part of all training plans.
 - All Program Heads should receive a detailed orientation on the 8 stages of the MOE management of training process and be provided with a copy of the Training Management Resource Book.
 - The Training Committee should meet on a monthly basis.
5. Training policy has been formulated over the past years and includes sections on rationale, objectives, decision making, clients, types of training plans, criteria for initiating and approving training. This document should be expanded to include other issues such as:
- The execution of training.
 - The establishment of a training office with full-time professional support staff.
 - The use of local training institutions.
 - The range of training programs possible for MOE staff.
 - The utilization of trained personnel.
 - The MOE training budget.
 - Evaluation of impact.
6. Historically, the Ministry of Education programs and departments have been insular in their concerns and protective of their interests when competing for scarce resources. Following BANFES there will again be limited training resources. Every effort should be made to assure that the MOE Training Committee provides a major management and co-ordinating role as well as provide an overall perspective of training to MOE personnel.
7. Needs assessment and planning activities should clarify when training is the best strategy for dealing with organizational challenges. In many cases, only a small subset of problems should be addressed by "creating a workshop phenomenon". This must be avoided.

8. The management of training process developed under BANFES should consider all MOE needs irrespective of donor. Although the MOE Training Committee agenda has expanded to include all MOE training activities regardless of program or source of funding, the monitoring of these activities has been less effective. Perhaps this process could be strengthened by focusing on the nomination and selection of all long-term overseas participants without regard to donor or department. The record keeping and monitoring functions have already been adopted from the Project Activities Database.
9. The costs of a systematic, continuous training program which includes in-service teacher training, are significant, and ways will have to be found to cover these expenses. There are also issues related to in-service teacher training which have to be resolved with the MOE in order to have an effective in-service program. These issues include such questions as: Are credits to be given? Which institutions offer credit? Do credits count toward salary increases? How are courses to be financed?

II. LOGISTICAL SUPPORT

ACCOMPLISHMENTS

- Established a Project Training Office and trained 4 staff members.
- Established and maintained financial management procedures to document over \$2 million of in-country training funds.
- Formulated record keeping procedures.
- Developed and maintained Project Activity Database to monitor all Project-funded training.
- Developed a small training resource library which included publications, multi-media materials, university catalogues and brochures on local, regional and international training opportunities.
- Developed the MOE Training Management Resource Book.

TASKS

A. STAFFING

The BANFES Training Office consisted of 5 full time personnel.

The MOE Personnel Training Specialist: His activities focused on providing technical assistance and management support for all Project-initiated training. This support included:

- Analyzing training needs and developing training plans.
- Supporting all component training activities.
- Initiating cross component training activities.
- Co-ordinating all overseas training.
- Delivering training and organizational development activities where appropriate.
- Consulting with Project Technical Advisors and MOE staff on training options.
- Helping activity organizers translate training needs into high quality learning experiences.
- Managing training activities in terms of record keeping and logistical support.

- Maintaining organizational relationships with the MOE and between and among the project components. A detailed list of tasks is provided in Appendix C.

Senior Administrative Assistant: This individual maintained all Project training budget reports and Project activity files. Additional responsibilities included arranging monthly training schedules, purchasing materials and monitoring contracts with consultants. A detailed job description is included in Appendix D.

Administrative Assistant: This individual was responsible for arranging training venues, co-ordinating transport and maintaining the Project Activities Database.

Driver: Provided transport for all local and field-based training activities and delivered correspondence.

Secretary: Served as receptionist, kept office files, and typed Project correspondence. See Appendix E.

It was essential to have this type of staffing arrangement given the range of activities we supported and the number of individuals served. Under these circumstances we were able to provide excellent logistical support to all Technical Advisors and MOE staff. We were able to document all completed training activities and meet the necessary requirements for a Project audit.

B. FINANCIAL MANAGEMENT SYSTEMS

An overall budget of approximately \$5 million was allocated for training purposes. The Training Office was responsible for approving and documenting all training expenses. In addition, we were required to provide monthly expenditure reports as well as justify future expenditures. An analysis of costs appears in the section on outcomes and a sample monthly report appears in appendix F.

Procedures for establishing such a system were provided by the Academy for Educational Development. Guidelines for the disbursing and accounting of training funds were also developed.

C. RECORD KEEPING

All activities were given a number and a file was established which included:

- Requests for training proposals
- Budget
- Reports of expenditures
- Handouts
- Follow-up information
- Computer printouts

Special placement files were established for all overseas participants. A detailed description appears in the **Training Management Resource Book**.

D. PROJECT ACTIVITIES DATABASE

The initial challenge was to conceptualize a system to rapidly obtain information on a wide range and large number of training activities. The database included such sorting fields as activity title, planned dates, actual dates, training initiator, venues, funding information, training formats, project objectives and components as well as a description of participants. In addition, a detailed skills matrix was developed.

Finally, a record memo section provided information on the objectives and actual participants. Follow-up information was also included. The following reports were generated for use by the MOE leadership staff, Project Technical Advisors, the MOE Training Committee, the Project Management Team and USAID staff on a regular basis.

Activities were analyzed by:

- Chronological order
- In-country, regional and international
- Component
- Project output
- Format
- Initiator
- Skills focus
- Participant training
- Cost
- A nine monthly calendar of events.

The training Activities Database was initially designed to document all activities sponsored by BANFES. It has been substantially modified for the MOE to document all activities irrespective of BANFES objectives or source of funding. There is a detailed description of the database in chapter six in the **Training Management Resource Book**.

The database is written in DBase III and is menu driven. It is located in the DPS's office and is maintained on a regular basis by his secretary. It can include information provided by all Heads of Programs and can be modified as training outcomes for each department change.

E. TRAINING RESOURCES

Venues

A publication outlining training venues throughout Lesotho has been developed and used by activity organisers on a regular basis. Each venue is described in terms of

facilities, accommodation, meals, costs and general observations from appropriate participants.

Training Resource Library

A small Training Resource Centre was established at the Training Office which included over 150 training publications in such areas as training of trainers, designing, implementing and evaluating training programs, teacher training programs, curriculum design and instructional design and methodology (see Appendix G.) In addition, files containing local, regional and international training opportunities have been compiled as well as information on organisations in the area of training. Finally, all materials developed as a result of BANFES Training initiatives have been filed. All resource files have been forwarded to the MOE (see Appendix H).

F. TRANSPORT CO-ORDINATED

The Training Office has had access to 3 Hi-Ace vehicles and has provided drivers and co-ordinated transport for a substantial number of training activities.

G. TRAINING MATERIALS PURCHASES AND DISTRIBUTED

The Training Office was responsible for purchase of all training equipment and materials to support each activity.

H. BUDGET ASSISTANCE PROVIDED

Assistance was provided to training organizers in outlining activity budgets and documenting all expenditures.

I. ACTIVITY EVALUATIONS COMPLETED

The Training Office staff distributed and analyzed participant questionnaires for many in-country training activities. Follow-up data was also collected.

J. MOE TRAINING MANAGEMENT RESOURCE BOOK

In an attempt to compile all the materials developed by the Training Office and the MOE Training Committee, a resource book was completed. Sections included:

- An overview of training policy
- A description of the MOE Training Organization
- Training needs assessment procedures
- In-country training procedures
- Long-term training procedures
- The MOE training database.
- Evaluation procedures
- Sample training plans

- Suggestions for training program heads

BANFES Training forms and materials were re-written so that they could be used by the MOE irrespective of donor or resources.

Given the financial resources available and the specified training outputs, a high level of logistical support was provided to assure the success of over 300 training activities. This level of support will not be necessary as the scope and amount of training by MOE is decreased.

FINDINGS AND RECOMMENDATIONS

1. The training support role provided to the MOE should be strengthened by allocating additional financial and human resources. *A separate Training Office has yet to be established.* The MOE at present is unable to provide the level of logistical support for training activities previously provided by BANFES.

The DPS has served as the key decision maker, however, given his additional responsibilities it is unlikely that he could supervise all the appropriate tasks. There is a need for a full-time training officer along with at least one administrative support staff.

2. The MOE database should serve as a useful tool in monitoring all activities, and it can be modified to meet changing MOE needs. Despite the training of support staff, *it is still not being used effectively.* MOE Program Heads should have additional orientation on completing input forms and key decision makers should request reports on a regular basis. The planning unit should also have access to the database. There are some potential drawbacks associated with the database:

- It is the activities organizers' responsibility to provide all the information required for data entry. This often requires extensive follow-up on the part of the training office.
- Detailed information on specific individuals by name is not provided by the system. Perhaps sections of the MOE personnel database could be merged with the MOE training activities database.

3. Extensive logistical support provided by BANFES included transport, purchase of materials, scheduling, arrangement of venues and reimbursements. In addition, contracts with trainers and training organizations were developed and monitored. Costs associated with transport, accommodation, meals and materials were extensive.

The daily participant cost for a typical workshop in Maseru was approximately R55.00. Future training activities should be designed and implemented with consideration of their financial burden as well as their effectiveness in reaching the MOE's goals. Certain initiatives which require large numbers of participants such as dissemination, should focus on field based training. The issue of cost effectiveness is essential when one considers all the MOE training needs.

III. OUTPUTS: TRAINING COMPLETED

ACCOMPLISHMENTS

- Completed all contractual obligations.
- Completed 300 activities involving 10,397 participants.
- Sent 32 participants for overseas degree programs.
- Provided in-country training for 2,500 primary school teachers.
- Spent 5.5 million rand on project training activities.
- Provided access to training for all MOE staff with the project components at the support, managerial and professional levels.
- Completed the Evening College program involving over 350 teachers - at 4 field-based sites throughout Lesotho.
- Strengthened the Special Education Unit within the MOE.
- Strengthened the development of regional networks for MOE by funding over 25 study tours.

TASKS

A. AMOUNT OF TRAINING AND RANGE OF ACTIVITIES

The largest number of activities were initiated by MOE Headquarters. This was essential given the Project mandate to strengthen the management functions of this component.

In terms of our dissemination obligations the NCDC provided training to a large number of teachers who were trained to use materials developed by the project. Primary teachers became the major client group for training during the second phase of the project.

An analysis of person month calculation in Appendix I indicates that in terms of in-country training over 1,100 person/months were spent on workshops. These activities were mostly initiated by project Technical Advisors and related to their on-going functions. They often focused on materials development, team building, program planning and overall institutional strengthening.

The in-country activities were the most extensive (215) followed by long and short-term overseas training (46) and finally regional courses, conferences and study tours (39).

It should be noted that many individuals participated in numerous activities and the figure provided does not represent 10,397 individuals.

Details of the range of training activities and number of participants can be found in Appendix K.

B. EXPENDITURES

A substantial percentage of project funds were allocated for training. An estimated \$5 million was shared with two other training initiatives, the Evening College program and the District Resource Teachers program. Approximately 5.6 million rands were spent on training activities co-ordinated by the training office. The largest amount was spent on international long and short-term training approximately 3.4 million rands, followed by approximately 1.3 million rands for in-country training. Finally, 220,000 rand was spent for regional training activities. Regarding format of training it should be noted that the largest percentage of funds were spent on participant training (32) individuals workshops (154 activities), courses (31), and on study tours (27).

In terms of distribution of funds among project components approximately 2.8 million rand was spent on the MOE, 1.5 million rand at the NTTC, 1 million rand at NCDC and IMRC, and 129,000 rand at the TSTC. (see Appendix Q).

The most expensive training initiative was the National Curriculum Dissemination program which cost approximately 264,000 rands.

C. TRAINING FORMATS

Long-term Overseas Participant Training

All 32 participants who were sent to American institutions completed their training and returned to Lesotho. All project components were represented, these included:

NTTC (12) MOE (8) IMRC (3) TSTC (1) and in addition 8 teachers with primary school experience were selected following a national search.

Degrees received include A.A. (1) B.Sc (3) and M.Sc (28).

Follow-up information indicated that 21 participants have returned to their original positions. 3 have moved to other positions within the MOE while 2 are at the National University of Lesotho, and 6 individuals have left Lesotho.

It should be noted 15 participants have been promoted. A detailed analysis appears in Appendix O and a profile of the participants appears in Appendix L.

A participant follow-up report resulted in formulating an agenda for a possible seminar. The purpose of the seminar would be to help MOE participants:

- To clarify what specific skills they have acquired.
- To identify how their training can be used in their present position.
- To identify how they can contribute to strengthening their specific institutions.
- To identify ways in which they can be of service to MOE institutions other than where they are based.
- To identify ways in which they can provide on-the-job training to other MOE staff.
- To gain a consensus on the most relevant training programs/courses that would be beneficial to the needs of MOE institutions.
- To provide guidance to the MOE Training Committee and donors on strategies for making future long-term overseas training more relevant to the departmental/national needs.
- To share major accomplishments to date.

Short-term Overseas Training: The activities were completed in America for 32 MOE staff and included study tours which focused on innovations in primary education, teacher training, and vocational education. Short courses were in the areas of statistics, educational planning, and administrative management. The non-formal education component also sent a total of seven participants to the Summer Literacy Institute at the University of Massachusetts.

Regional Training: 39 activities were completed involving 178 participants. Study tours were completed in Botswana, Swaziland, Malawi, Kenya, Zimbabwe and other countries in Southern Africa. The activities focused on such courses as literacy, teacher training, primary school management, and educational records management.

Staff attended conferences on such topics as agriculture, science education, desktop publishing, developing media and special education.

In-country Training: Activities included workshops (154), courses (31), and on-the-job training (21). The workshops for the most part were initiated at each component and related to project outputs.

On-the-job training: The focus was in such areas as computer training, special education, basic education, practical skills, illustration and instructional design.

Cross component courses were offered through the Institute of Development Management (IDM) as well as other local consulting organizations. The Commercial Training Institute (CTI) provided training in such areas as wordprocessing, secretarial skills, and computer skills.

D. COMPONENT TRAINING SUMMARY BY OUTPUTS

Component I: Ministry of Education (MOE)

Institutional Strengthening of the MOE

A wide range of activities have been completed. Sixteen individuals have been sent for overseas training. Forty four staff have participated in ten study tours and fifty three individuals have been enrolled in fifteen courses.

In addition, 328 individuals have attended 6 conferences. Major training activities have been associated with 39 workshops organized by the MOE and BANFES which have involved 754 participants. 342 individuals have been involved with O.J.T. activities. Finally, 9 major MOE planning activities involving over 261 individuals have been completed.

In summary, 4,206 participants have been involved in 107 activities.

Output 1 - Trained MOE Staff

77 activities have been completed. Participant training has been focused on such areas as personnel management, administration and supervision, planning and school management. On-the-job training has been provided in computer and clerical training.

A large number of workshops have been associated with non-formal education. In addition, major field-based workshops for School Managers has resulted in improved communication with the MOE. Major training activities have also resulted in strengthening the role of the Special Education Unit within the Ministry. Other activities have resulted in schemes of service, policy guidelines and an overall MOE operations plan.

Senior Personnel have participated on numerous short-term management courses. It should be noted that both professional and support staff had access to training.

Output 2 - Functioning Personnel Systems

A number of headquarters management personnel participated in planning retreats. In addition, one other individual received a certificate in personnel management. Specific activities resulted in schemes of service for both the MOE and the Church Secretariats. Computer training was also provided.

Output 3 - Database Information Systems for Planning Unit

Three individuals from the Planning Unit received degrees from American universities. These include an AA in Data Processing, an MA in Educational Administration and Planning and an MA in Policy Studies. In addition, two staff members within the Planning Unit took an investment appraisal course at Harvard. Finally a number of Senior MOE staff participated in regional conferences and goal oriented project planning activities.

The Ministry of Education Operations Plan involving all Program Heads resulted from a BANFES sponsored retreat.

Output 4 - School Supply Unit

Over 986 primary school headteachers received an extensive two day orientation from the SSU. In addition, staff participated in text book procurement, storage and distribution courses and programs related to computers and wordprocessing.

Output 5 - Teacher Service Unit

Training has focused on on-the-job training in the areas of data processing and records management for TSU staff. In addition, the director participated in a 6 month certificate program in the areas of administration and management at the University of Pittsburgh. Activities relating to teacher policy and regulations have also been completed.

Component II: National Teacher Training College (NTTC)

Strengthening the National Teacher Training College

78 activities have been completed involving 1,457 participants. Twelve professional staff have received degrees. These include 11 Masters Degrees and 1 BS. 27 individuals have participated in 6 study tours while 31 individuals have been involved in 10 courses. Workshops have involved 1,746 participants in 48 activities.

Output 1 - NTTC Trained Staff

Both professional and support staff have received training. Activities have focused on primary methods in all curriculum areas, professional studies and school supervision. Other areas have included guidance and counselling as well as practical studies in agriculture, health education, home economics and arts and crafts. Major staff development activities have focused on institutional self-study and staff appraisal. In-service education and activities to strengthen the field staff were also completed along with numerous course development activities for various departments were also completed.

Output 2 - Improved Curriculum

Most of the activities in this area have been associated with workshops designed to develop new syllabi. Activities have related to curriculum review, training academic staff as tutors, and strengthening practical studies. Over 5 departments have participated in the DACUM planning process. A number of regional study tours have resulted in the exchange of materials and ideas.

Output 3 - Improved Instructional Support

Activities have focused on research skills for NTTC staff and a comprehensive program in Intern Supervision. Co-operating teachers have been trained to assist NTTC field staff with the internship program. Various retreats have focused on improving the instructional programs at the NTTC.

Output 4 - Improved Personnel, Administration and Financial Systems

Activities have focused on budget development for NTTC professional and support staff, schemes of service, records management and basic computer training. In addition, all support staff department heads have received training in supervision. Dining Hall and maintenance personnel have participated in short courses.

Component III: National Curriculum Development Centre (NCDC)

Curriculum and Instructional Materials (NCDC/IMRC)

4,129 individuals participated in 195 activities. These included long-term training for 6 IMRC staff, 3 at the Masters level and three at Certificate level. In addition, 74 staff participated in 8 regional study tours while 7 staff attended 4 courses. 211 individuals participated in 8 local and regional conferences. Major training activities focuses on 64 workshops involving 3,678 participants. Finally, 52 individuals received some form of O.J.T.

Output 1 - Revised Primary School Curriculum

Activities focused on Breakthrough to Literacy, action research, syllabus testing and the development of materials in home economics, practical arts and crafts, and mathematics aids. Other activities related to basic education as well as writers workshops in the above areas.

Output 2 - Improved Exam and Evaluation

Activities focused on Primary School Leaving Exam development, curriculum evaluation and item writing.

Output 3 - Design Instructional Materials

Activities focused on interactive radio, the development of agricultural materials, text book publishing, video editing and on-the-job training for the print shop.

Output 4 - National Curriculum Dissemination

Nine NDP activities have been completed directly involving 2,111 teachers throughout Lesotho. Special training of trainers workshops have provided the MOE with a comprehensive field-based team of trainers.

Output 5 - Trained Staff

Long-term overseas participant training has been provided to 5 IMRC staff in such areas as media, radio communications, graphic and fine arts, instructional technology and business studies. O.J.T. has been provided to the art and printing departments. Support staff have participated in wordprocessing, accounting, computer courses and stock control.

Component IV: Thaba Tseka Rural Skills Training Centre (TSTC)

Rural Skills Training

127 participants have been involved in 14 activities. This includes one long-term overseas participant, 3 study tours, 2 courses, 3 workshops and 5 O.J.T.

Output 1 - Functioning TSTC

Activities focused on the Brigades Movement in Botswana and testing and evaluation.

Output 2 - Trained Staff

The director received a Masters Degree in Management of Vocational Technical Programs. Other staff received short-term training in leather work, building construction, furniture making and management. The entire staff participated in workshops relating to curriculum and course design and teacher self-assessment.

Output 3 - Trained Craftsmen for TSTC

Activities related to a joint program with BEDCO on textile fabrication as well as a TSTC graduate workshop.

Output 4 - Outreach Program for TSTC

Network activities relating to income generation were established with similar programs in Swaziland.

(See Appendix J & K for details on all training)

E. MOE SPECIAL EDUCATION UNIT STRENGTHENED

The initial challenges were:

- Gaining a critical mass of support for special education among key MOE decision makers.
- Strengthening the position of the MOE special education co-ordinator.
- Providing training for appropriate individuals.

The initial strategy was to argue that children with special needs should not be denied access to the benefits of the project, particularly in basic and practical studies.

Under the leadership of an enthusiastic special education coordinator, meetings were held with key MOE officials and it was recommended by the Permanent Secretary that the Special Education Unit should be strengthened, and that the instructional needs of all children be addressed.

This eventually resulted in a proposal which included a consultancy to provide on-the-job training for the special education co-ordinator. This individual was encouraged to provide leadership in establishing policy as well as to strengthen the MOE's capability in co-ordinating special education initiatives throughout Lesotho. In summary she:

1. Helped MOE review its policy and procedure guidelines for special education.
2. Determined how project outputs for practical and basic studies could relate to children with special needs.
3. Helped clarify the role of the MOE special education co-ordinator.
4. Analyzed all existing reports on special education needs in Lesotho.
5. Determined how existing training facilities in Lesotho could be strengthened and how resources could be better utilized.
6. Investigated in-service programs for teachers in special education and practical studies.
7. Determined if such training facilities as the National Teacher Training College and the National University of Lesotho could provide training for teachers of the handicapped.

One of the results of the consultancy was a confident special education co-ordinator who could address appropriate issues. The end result was a document

for decision makers, **Basic and Practical Cost Effective Education for Children with Disabilities**. Various scenarios were clarified for MOE involvement based on financial constraints, limited human resources and conflicting agendas among ministries. The MOE now has a number of clear options.

The next proposal submitted by the MOE related to support for a national dialogue on Lesotho's policies and priorities for the next 10 years. A major component involved the establishment of a special education task force. This was the first time that special education achieved such prominence.

The role of the MOE in supporting special education was justified. The next phase was to request resources for planning. Technical assistance was provided for small groups of MOE personnel. Systematic procedures were used to operationalize policy statements and set priorities.

The MOE nominated the special education co-ordinator for long-term overseas training at the M.S. level. She returned with the necessary skills and credibility to manage the Special Education Unit.

Short-term regional study tours were also funded which resulted in the exchange of ideas and the establishment of a network.

Training funds were used to assure that selected special education facilities for the blind and deaf could be used as resource centers. On-the-job training was provided to a small group of regular school teachers on a pilot basis. In addition, support was provided in developing instructional materials.

F. EVENING COLLEGE PROGRAM COMPLETED

A total of 343 teachers graduated. An external evaluation for the MOE praised the program's goals and quality, but noted co-ordination problems with related Ministry programs which prevented the program, as designed from being sustained. Although this activity had its own Technical Advisor, it was not a responsibility of the BANFES Training Office. The Training Office was asked to co-ordinate research projects, supervise a final evaluation and graduation, and arrange a study tour to the United States for the top graduates. A one month study tour was organized by the University of Massachusetts and provided an opportunity for fourteen outstanding primary school teachers throughout Lesotho to meet teachers in typical U.S. primary schools, to observe innovative teaching practices, and to review instructional materials. Upon return, all participants presented workshops and shared materials with their colleagues.

A brief summary of comments made by the Evening College instructional staff regarding their perception of the program as a whole appears in Appendix M.

FINDINGS AND RECOMMENDATIONS

1. Training funds were used to support a wide range of project initiatives. In addition to training, these included developing teaching materials, and planning and formulating policy guidelines. These activities were all supported under the rubric of training. There were at times a proliferation of workshops and retreats initiated by numerous interest groups. A review of each component training profile indicates a lack of connectedness among activities and limited follow-up for individual activities. In addition, there was seldom a continuum for training which included, for example, a workshop followed by study tour which eventually resulted in a useful product. In the future training should be differentiated from other activities.
2. Evaluation information has been gathered concerning specific workshops, courses, study tours etc. More information should be obtained at each component on exactly what was achieved. It is assumed that activities initiated by technical advisors and component staff have strengthened their institutions. However, an in-depth analysis of impact should also occur. This follow-up could document lasting effects of the training initiatives, actual use of materials, and skills and information provided.
3. Most of the training was initiated by project technical advisors and related directly to their on-going workplans. Training was often provided by Project personnel. It was only in the latter phase of the Project that local staff initiated, monitored and evaluated their activities. Given the number of Basotho trained, it is now essential that they serve as instructors, consultants and resource personnel for all new initiatives.
4. More data is needed on immediate and long-term effects of various training initiatives, e.g., dissemination, radio language arts, Breakthrough to Literacy, curriculum design, computer training, and so forth.

This should result in:

- Determining which training formats have the greatest effect on achievement.
 - Assuring that large numbers of participants have access to quality training.
 - Determining who is in the best position to provide training and under what conditions.
5. Given the costs and time associated with long-term overseas training, a strategy needs to be refined to assure that there are appropriate employment opportunities for returned participants.

These individuals have expectations regarding their status when they return to their organizations. Although only 20% of the participants have left Lesotho, many will consider career options elsewhere if incentives are not found. These individuals should also be considered as major resources when planning, implementing and evaluating in-country training.

6. In-country training was provided to the greatest number of participants. Unfortunately, most of the training occurred in Maseru. There are numerous training venues throughout Lesotho, and attempts should be made to decentralize activities and strengthen regional locations. Educators throughout Lesotho should have access to quality learning experiences. It is suggested that training be provided at IEMS regional facilities.
7. In order to nourish what has been achieved, future activities should:
 - Provide extensive follow-up for key decision makers and personnel affected by BANFES Initiatives, e.g., School Managers, District Education Officers, appropriate school headteachers.
 - Strengthen the role of the Inspectorate to co-ordinate, monitor and evaluate all field-based, in-service initiatives.
 - Provide advanced training of trainers workshops in such areas as workshop design, on-the-job training and clinical supervision for district resource teachers, radio educators, curriculum disseminators and teacher educators.
 - Provide senior management team-building activities through retreats and on-the-job training.
 - Include follow-up activities for all returned long-term overseas participants irrespective of donor.
 - Strengthen MOE's capacity to provide a basic and practical education for children with special needs.
 - Provide additional training to support staff so that they can effectively use all computer hardware and software provided by the Project.

IV. OUTPUTS: INSTITUTIONALIZATION OF MOE TRAINING FUNCTIONS

Efforts to assure that the MOE management of training functions will be sustained are described below. These could serve as benchmarks for future training initiatives if followed.

1. The Ministry of Education Training Committee will continue its regular meetings on a monthly basis:

- a) The key implementor is the Deputy Principal Secretary (DPS) who serves as chairman and sets the agenda.

Members include: DPS/MOE-Chairman, SEO-Primary/MOE, Director/NTTC, Secretary/TSC, PEO, CEO, SEO-Secondary and the Director of TVE and NCDC. The committee may co-opt other Heads of Programmes as well as representatives of the schools.

- b) Regarding sustainability of this activity:

- Terms of reference have been expanded to include all MOE training initiatives irrespective of funding source.
- Relationships with other committees dealing with training agendas have been clarified.
- Minutes taken after each meeting are distributed MOE-wide to key decision makers.

2. The MOE Management of Training Database is used on a regular basis:

- a) The key implementor is the DPS and his support staff.

- b) No additional financial assistance is required.

- c) Regarding sustainability of this activity:

- A system for data input must be refined.
- Support staff are required to input and access information.
- The types of reports needed will have to be clarified as well as determining who gets what information and for what purpose.
- Commitment to continue to maintain this system must be provided by the MOE.

3. Yearly MOE-wide Training Plans Completed:

- a) The key implementor is the Training Committee and DPS.
- b) This may require some release time each year for Programme Heads for planning purposes as well as logistical support for wordprocessing.
- c) Regarding the sustainability of the activity:
 - a needs assessment instrument was developed by the Training Committee together with staff training profiles.
 - a common format for component training plans exists.
 - strategies for monitoring these plans are established.
 - model training plans have been shared with each department.

4. MOE will be provided with a cadre of in-service trainers:

- a) The key implementor is the Training Committee which will identify and deploy local human training resources.
- b) An incentive system needs to be developed to involve appropriate individuals.
- c) Regarding the sustainability of this activity:
 - Individuals who have returned from long-term overseas participant training will have been identified and included in the MOE trainers pool.
 - Radio Language Arts Educators, District Resource Teachers, Curriculum Disseminators and District Education Officers have completed "Training of Trainers" workshops.
 - A comprehensive list of local and regional training resources are available to the MOE.

5. Institutions within Lesotho have the capacity to provide training for MOE personnel and teachers.

- a) The key implementor is the Training Committee.
- b) Local training resources will be essential given financial constraints.

c) Regarding sustainability:

- The capacity of Institute of Development Management, National Teacher Training Centre, National University of Lesotho, Lesotho Distance Teaching College, Institute for Extra Mural Studies and other organizations to plan and deliver quality training activities has been established.
- Effective strategies for delivering training in the future deserve further exploration.

6. The Ministry of Education should provide a full time Training Officer and one full time support staff. (see Appendix P)

- a) The key implementor is the DPS who has already drafted terms of reference for such a position.
- b) This position is yet to appear on the establishment list and will require additional MOE funds. The appropriate support staff needs to be re-deployed within the MOE.

Regarding sustainability:

- It is essential that the MOE establish a full time post of Training Officer if it wishes to centralize training functions.
- A detailed description of such a post is available.

7. Training Management Resource Book used.

- a) Key implementor is the DPS and the MOE Training Committee.
- b) Such a book has been completed and includes sections on MOE training policy, internal organization, training needs assessment procedures, in-country and long-term overseas training guidelines. In addition, a description of the MOE database, evaluation procedures and sample training plans are included.

Regarding sustainability:

- These materials should be refined and updated periodically.
- All Heads of Programmes and senior MOE staff should be familiar with the content.

8. Substantial financial resources should be included in the MOE yearly budget and operational plans.

- a) The key implementor is the DPS who clarifies all MOE training needs.
- b) All BANFES sponsored training activities have been analyzed in detail to provide base line data on typical costs for workshops, courses, on-the-job training and degree training. This has been done on a local, regional and international basis, allowing the MOE to budget realistically for its training needs, either with donor support or existing MOE funds.

Regarding sustainability:

- Major training initiatives such as the dissemination program may need to be scaled down given resource constraints.
- The frequency and range of training activities will be decreased.
- The use of local training resources will be essential.
- Cross component training will be important.
- Fewer individuals will have access to training.

9. In summary, sustainability in the area of training requires that MOE:

- 1) Increase its capacity to coordinate and monitor all training activities.
- 2) Assure that certain training functions such as planning, record keeping and approval activities are institutionalized and based on clear MOE policy.
- 3) Identify additional local human and material training resources.

SUMMARY

Training has meant different things to different people. Within the context of the Ministry of Education, it was initially characterized as an aggregate of incidental programs, sporadic in occurrence, lacking in purpose, unorganized in structure, and unsynchronized within the framework of the organization's total operation.

Key challenges associated in providing training within the MOE included:

- The conflict between quality and equity.
- Determining which training formats have the greatest effect on achievement.
- Developing strategies for strengthening existing training institutions.
- Determining alternative ways of delivering educational services.
- Increasing the pool of local talent and relying less on experts.
- Providing access to people irrespective of whether they lived in rural areas or remote areas, or whether they were male or female, or whether they had previous training or specific credentials.

The range of BANFES training activities and their potential impact have provided useful insights on issues associated with providing training to a large number of individuals.

Within the context of training educational personnel, developing innovative instructional materials, assuring the relevancy of the curriculum, strengthening examination systems and providing alternative models of delivering instruction to children, equally important questions deserve further exploration:

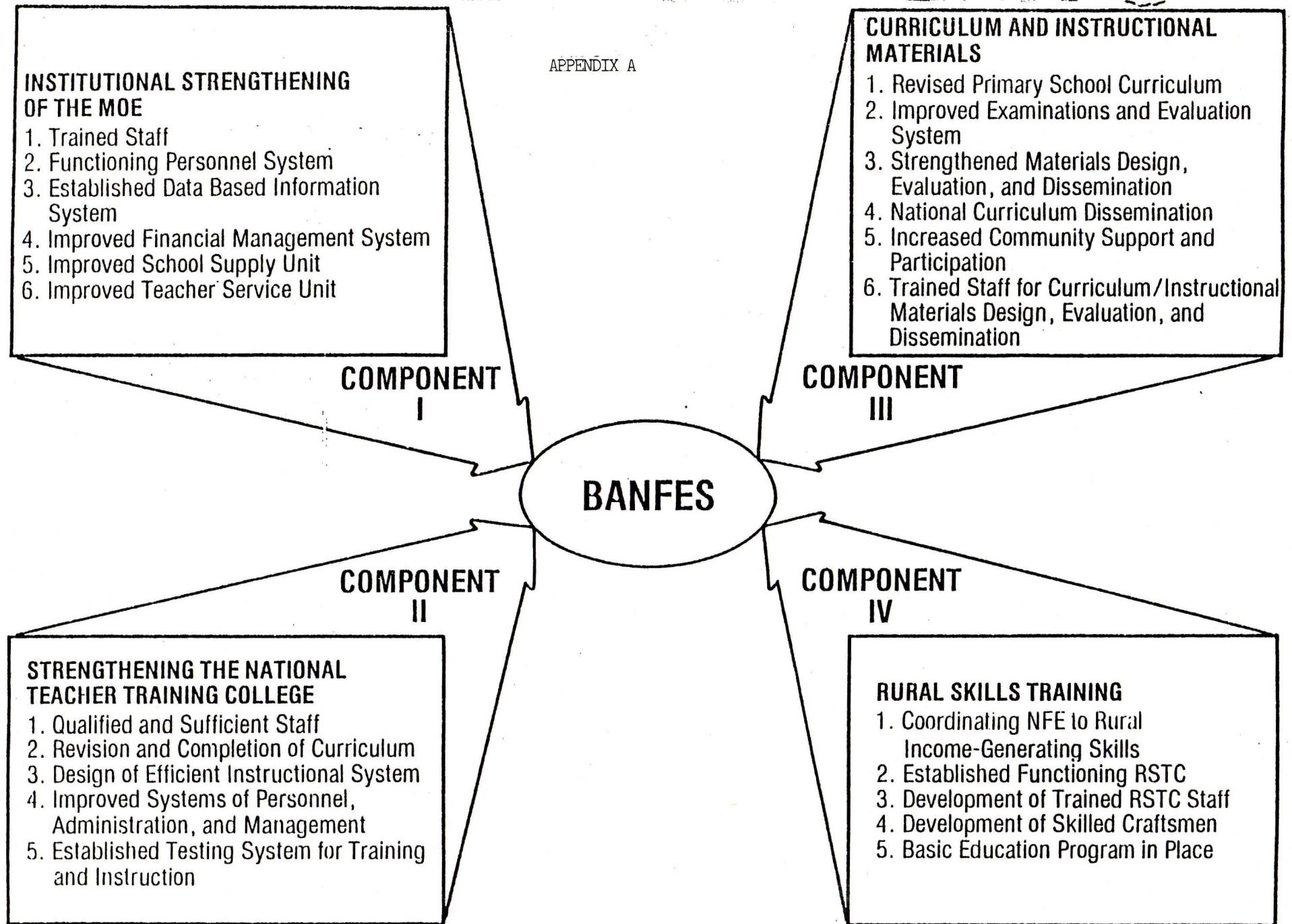
These include:

- How are real problems identified and how are training needs differentiated from simple desires?
- How does one dignify local talent and help individuals become resourceful?
- Are there low cost and relevant approaches for human resource development?
- How are networks established to share resources and exchange ideas?

- Is there reliable information on what kind of training works, for whom and under what circumstances?
- How does one determine the impact of training with elusive goals, changing environments and uncertain financial resources?
- How does one deal with issues of equivalency and a need for credentials in a creative way?
- How does one emphasize skill building, team building and organizational development all at once?

As the MOE continues to address these questions in the coming years, a more refined training program may evolve, a training program which focuses on access, quality and relevancy.

APPENDICES



Date _____

BACKGROUND INTRODUCTION

(Briefly describe the need for this activity and site, the page numbers in your Training Plan that justify the activity. Check the appropriate Project output on Attachment 'A'.)

Training Plan Page Number _____ Component _____

PURPOSE

OBJECTIVES

Page 3

(Specific objectives.....measured outcomes.....what will someone be able to understand/appreciate/do at the end of the activity that they cannot do now?)

METHOD OF EVALUATION

(How will the impact of the learning experience be measured?)

PARTICIPANTS

(Client groups and total number of participants, e.g., 8 NTTC Department Heads; 5 Inspectors; 3 Primary School Teachers = Total 16)

PROPOSED VENUE AND DATES

TRAINING TASKS

I. ANALYZING NEEDS AND EVALUATING RESULTS

1. Designing questionnaires for evaluating programmes.
2. Analyzing performance problems to determine any applicable training and development solutions.
3. Identifying training and development needs through questionnaires.
4. Identifying training and development needs through interviews and formal discussions.
5. Identifying training and development needs through analysis of job requirements.
6. Identifying skills and knowledge requirements of jobs.
7. Evaluating training and development needs to set priorities.
8. Identifying the impact of training and development on other personnel programmes or policies.
9. Projecting future training needs relating to organizational change, localisation, etc.
10. Assessing performance before and after training to measure training effects.
11. Constructing questionnaires for analysis of training needs.

II. DESIGNING AND DEVELOPING TRAINING PROGRAMMES AND MATERIALS

12. Establishing behavioral or learning objectives for programmes.
13. Designing programmes to satisfy specific needs.
14. Determining programme content.
15. Applying adult learning theory and instructional principles in developing programmes.
16. Evaluating alternative instructional methods (e.g., video, role-play, demonstrations, etc.)
17. Developing training materials (e.g., workbooks, exercises. etc.)

18. Determining programme structure (length, number of participants, choice of techniques, etc.)
19. Determining appropriate sequences of courses and programmes.
20. Developing criteria for selecting programme participants.
21. Developing exercises and tests for measurement of learning.
22. Deciding whether to use an existing programme, purchase an external one or create a new one to satisfy needs.
23. Revising materials/programmes based on evaluation feedback.
24. Identifying and evaluating external training and development programmes.
25. Identifying equipment and supplies required for training and development programmes.

III. DELIVERING TRAINING AND DEVELOPMENT PROGRAMMES/SERVICES

26. Conducting training programmes.
27. Conducting on-the-job training.
28. Training managers and supervisors how to train.
29. Establishing and maintaining a library of training resources.

IV. ADVISING AND COUNSELLING

30. Using coaching and counselling techniques.
31. Counselling individuals on career development.
32. Counselling employees on training and development matters.
33. Counselling with managers and supervisors on training and development.
34. Identifying training implications prior to implementing other personnel programmes.
35. Assisting managers in implementing on-the-job training.
36. Assisting others in implementing training programmes.

V. MANAGING TRAINING ACTIVITIES

37. Obtaining/hiring external instructors and programme resource people.
38. Evaluating external instructors and resource people.
39. Arranging course logistics (e.g., facilities, lodging, meals, etc.)
40. Maintaining records of participation in training.
41. Training or coaching trainers.
42. Organizing and staffing the training and development function or department.
43. Preparing budgets and plans for training and development programmes.
44. Maintaining information on training and development costs and benefits.
45. Arranging for participation in external training programmes.
46. Evaluating proposals from outside consultants.
47. Obtaining outside consultants.
48. Obtaining internal instructors and resource people.
49. Supervising the production of training and development materials.
50. Supervising the work of others involved with training coordination.

VI. MAINTAINING ORGANIZATION RELATIONSHIPS

51. Determining managerial/employee awareness of the availability of programmes.
52. Establishing and maintaining good working relationships with managers as clients.
53. Explaining your recommendations in order to gain acceptance for them.
54. Preparing and disseminating internal and external training and development programme announcements.

- 55. Making formal management presentation of plans for training.**
- 56. Writing reports or manuals about training and development.**
- 57. Writing proposals for programmes and projects.**
- 58. Writing speeches about training and development.**
- 59. Writing memos and announcements about training and development.**
- 60. Communicating with government, donor, and educational communities.**

VACANCY

Applications are invited from suitably qualified candidates for the post of Senior Administrative Assistant at BANFES TRAINING OFFICE.

Scope of Work:

To assist the Project Training Coordinator with tasks in records management, office management, disbursements, financial records and co-ordinating logistical support for all training activities. Specific responsibilities will include:

1. Providing technical and administrative assistance to the Training Coordinator.
2. Basic computer operation skills and willingness to learn various other software program operation.
3. Arranging schedules and venues for training activities.
4. Responding to telexes regarding arrangements for overseas consultants.
5. Recording project expenses including maintaining Training Imprest Account.
6. Assisting in the reimbursement of expenses and the paying of accounts including teaching salaries, instructional equipment consultancies.
7. Maintaining all training records on the project computer.
8. Arranging contact meetings and keeping minutes for the Training Task Force Committee.
9. Assisting in basic research and data-gathering activities associated with training.
10. Administering evaluation instruments, checking lists and analysing responses.
11. Organizing materials/transcripts/forms etc. for all overseas training.
12. Assisting with the purchase and development of training materials.

Terms of Service:

Full time position for 12 months, the successful candidate will be expected to assume duty on the 15th of June 1987.

Qualifications:

1. Experience in administrative tasks.
2. Experience in book-keeping and accounts.
3. General Office Management skills, short-hand, word processing and filing.
4. Driving (ESSENTIAL).
5. Bachelors Degree helpful.
6. Experience in a training organization will be an advantage.

Salary:

Salary will be based on the previous salary history of the person selected.

Applications accompanied by C.V. and two names of referees should be addressed to the:

Administrative Assistant
BANFES TRAINING OFFICE
P.O. Box 333
MASERU 100

Telephone: 31 12 11

SECRETARY: BANFES TRAINING OFFICE

Scope of Work: Under the overall supervision of the Training Coordinator and Administrative Officer, the Receptionist/Secretary will provide logistical support for Training Office/Activities as assigned by either of them.

Specific responsibilities will include:

- (a) Type correspondence to members of Consortium, Project Advisors and appropriate Government Agencies.
- (b) Keep filing system current/open and closes files.
- (c) Maintain all Training Activity files.
- (d) Maintain chronological file.
- (e) Keep chronological file of incoming and outgoing carinets.
- (f) Assist in the payment of bills.
- (g) Assist with communications (telex and carinet messages)
- (h) Purchase and organise materials, equipment, refreshments etc. for training meetings and activities.
- (i) Organise materials for all overseas training.
- (j) Assist with the development of instructional materials.
- (k) Maintain the training office library/resource materials.
- (l) Arrange rooms for meetings and training activities.
- (m) Ensure daily that the general appearance of the office is orderly.
- (n) Receive/send telephone calls and write down messages.

APPENDIX F

IMPREST FUND STATEMENT 62
MONTH OF NOVEMBER 1990

PROJECT NAME: BANFES/TRAINING OFFICE
CONTRACT NO: 632-0222-C-00 5008-00

PREPARED BY: Yolisa ZEKA
APPROVED BY: DR. FRANK SCHORN

SHEET NUMBER

TYPE	CH/NO	REC/NO	DESCRIPTION	DATE	602 Administr Staff	604 Consul- tants	608 Meetings Confer.	610 Telephone Telex	611 Postage Delivery	612 Printing Reprod.	614 Supplies Equipment	615 Miscell. Expenses	616 Rent/Wnt Utilities	624 Equipment rent/rep.	627 Education Allowance	629 Particip. Expenses	642 Airfares	643 Subsis- tence	TOTAL EXPENSES	DEPOSITS	BANK BALANCE
			BALANCE B/F PREVIOUS MONTH																		42,787.72
M	852120	0370	Accountable per diem ACT333Material Developmt 5pple@M30ea x 4days ESTHER SAKOANE	02/11/90														600.00	600.00		42,187.72
M	852121	0371	Accountable gasoline allowance for ACT333 Materials Development ESTHER SAKOANE	02/11/90														200.00	200.00		41,987.72
M	852122	0372	Accountable per diem 4dys xM30ea x5people Materials Development ESTHER SAKOANE	02/11/90														480.00	480.00		41,507.72
M	852138	0388	Travel Reimbursement for NFE Field staff Animator Trainers ESTHER SAKOANE	13/11/90														195.80	195.80		41,311.92
M	852159	0409	P/die x 3pple = M360 Gasoline x 2wks=M300 ACT333MokhotlongWksp ESTHER SAKOANE	22/11/90														660.00	660.00		40,651.92
M	852160	0410	Mokhotlong & Pokane Workshops 6dys p/die x 2pple @M30eaACT332 ESTHER SAKOANE	29/11/90														360.00	360.00		40,291.92
			Subtotal for this sheet:		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,495.80	2,495.80	0.00	
			Cumulative Total		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,495.80	2,495.80	0.00	40,291.92

IMPREST FUND STATEMENT 62
MONTH OF NOVEMBER 1990

PROJECT NAME: BANFES/TRAINING OFFICE PROJECT NO: 2136 LESOTHO
CONTRACT NO: 632-0222-C-00 5008-00

PREPARED BY: Yolisa ZEKA
APPROVED BY: DR. FRANK SCHORN

SHEET NUMBER 2

TYPE	CH/NO	REC/NO	DESCRIPTION	DATE	602 Adminstr Staff	604 Consul- tants	608 Meetings Confer.	610 Telephone Telex	611 Postage Delivery	612 Printing Reprod.	614 Supplies Equipment	615 Miscell. Expenses	616 Rent/Mnt Utilities	624 Equipment rent/rep.	627 Education Allowance	629 Particip. Expenses	642 Airfares	643 Subsis- tence	TOTAL EXPENSES	DEPOSITS	BANK BALANCE
			BALANCE B/F SHEET	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,495.80	2,495.80	0.00	40,291.92
T	852124	000	CHECK CANCELLED	11/11/90														0.00	0.00		40,291.92
			CHECK CANCELLED																		
T	0000	0000	Balance returned fr	20/11/90														-55.50	-55.50		40,347.42
			check 852123 ACT339																		
			RadiLangArtsWkshop																		
T	0000	0000	Balance returned fr	20/11/90														-133.00	-133.00		40,480.42
			check 852105 ACT 339																		
			Radio Lang Arts Wksp																		
T	0000	0000	Balance returned fr	20/11/90														-3.40	-3.40		40,483.82
			check 852053 ACT 344																		
			INRC Media Developmt																		
			BOB BERQUEST																		
T	0000	0000	Balance returned fr	20/11/90														-10.00	-10.00		40,493.82
			ACT 328 check 852101																		
			Workshop for "BLIND"																		
			MOE/LINEO PACHAKA																		
T	0000	0000	Balance returned fr	20/11/90																	40,533.72
			Check 852104 :bought																		
			office supplies																		
			OK BAZAARS																		
T	852123	0373	ACT339 RadiLanguage	12/11/90														860.00	860.00		39,673.72
			ArtsWorkshop Travel																		
			Reimbursements&Meals																		
			MAURICE IMHOOF																		
T	852125	0375	Rental of space for	12/11/90										750.00					750.00		38,923.72
			workshops & offices																		
			during October 1990																		
			I. E. M. S.																		
T	852126	0376	Dubbing 249 cassette	12/11/90						498.00									498.00		38,425.72
			tapes for Radio Lang																		
			Arts Wkshop ACT 339																		
			MAURICE IMHOOF																		
T	852127	0377	Shipping official	12/11/90					240.00										240.00		38,185.72
			documents to AED																		
			Washington																		
			D H L																		
T	852128	0378	P.O.854 Meals for 8	12/11/90														32.00	32.00		38,153.72
			wkshop participants																		
			RadiLangArtsACT 339																		
			Q'NK FARMER TRNG CNT																		
Subtotal for this sheet:					0.00	0.00	0.00	0.00	240.00	498.00	-39.90	0.00	750.00	0.00	0.00	0.00	0.00	690.10	2,138.20	0.00	
Cumulative Total					0.00	0.00	0.00	0.00	240.00	498.00	-39.90	0.00	750.00	0.00	0.00	0.00	0.00	3,185.90	4,634.00	0.00	38,153.72

IMPREST FUND STATEMENT 62
MONTH OF NOVEMBER 1990

PROJECT NAME: BANFES/TRAINING OFFICE
CONTRACT NO: 632-0222-C-00 5008-00

PROJECT NO: 2136 LESOTHO

PREPARED BY: Yolisa ZEKA
APPROVED BY: DR. FRANK SCHORN

SHEET NUMBER 3

TYPE	CH/NO	REC/NO	DESCRIPTION	DATE	602 Administr Staff	604 Consul- tants	608 Meetings Confer.	610 Telephone Telex	611 Postage Delivery	612 Printing Reprod.	614 Supplies Equipment	615 Miscell. Expenses	616 Rent/Mnt Utilities	624 Equipment rent/rep.	627 Education Allowance	629 Particip. Expenses	642 Airfares	643 Subsis- tence	TOTAL EXPENSES	DEPOSITS	BANK BALANCE
			BALANCE B/F SHEET	2	0.00	0.00	0.00	0.00	240.00	498.00	-39.90	0.00	750.00	0.00	0.00	0.00	0.00	3,185.90	4,634.00	0.00	38,153.72
T	852129	0379	Participant meals Invoice 503,ACT 339 Radio Language Arts NTHATUOA HOTEL	12/11/90														594.10	594.10		37,559.62
T	852130	0380	Cater for Returned SummerLiteracy and EveColl participants AMINA JOSEPH	12/11/90														72.00	72.00		37,487.62
T	852131	0381	Telephone bill for NFE, Evaluation, PIEP, & Trng offices TELECOMMUNICATIONS	12/11/90				1,893.22											1,893.22		35,594.40
T	852132	0382	Gasoline bill for October 1990 for Banfes Trng vehicles KHABO'S MOTORS	12/11/90														1,494.71	1,494.71		34,099.69
T	852133	0383	P/time secretary 4.5hours @ M4.00each (casual labor) PALESA PITSO	12/11/90		18.00													18.00		34,081.69
T	852143	0383	Purchase of office supplies PO 847 Invoice NO.6504 G.R. STATIONERS	15/11/90							102.24								102.24		33,979.45
T	852134	0384	Office Practice & SecrtaryTrng ACT 345 Phase II NTTC Wkshop MAMOEKETSANE MOLAPO	12/11/90														3,595.17	3,595.17		30,384.28
T	852135	0385	Supplies:Inv 4122 & 12077 ribbons,books ProjectWideCompTrng ACT 319:QUADRANT	12/11/90							1,413.80								1,413.80		28,970.48
T	852136	0386	ACT339 RadiLangArts Workshop: ButthaButhe PO.849 meals Inv0771 CROCODILE INW	12/11/90														309.45	309.45		28,661.03
T	852137	0387	Staff overtime for Sept, October up to November 13, 1990 THABANG KUENA	13/11/90		257.74													257.74		28,403.29
T	852139	0389	PrimaryMathSyllabus Review Wkshop Travel ReimbursementsACT347 BRYAN AXTELL	15/11/90														395.50	395.50		28,007.79
Subtotal for this sheet:					0.00	275.74	0.00	1,893.22	0.00	0.00	1,516.04	0.00	0.00	0.00	0.00	0.00	0.00	6,460.93	10,145.93	0.00	
Cumulative Total					0.00	275.74	0.00	1,893.22	240.00	498.00	1,476.14	0.00	750.00	0.00	0.00	0.00	0.00	9,646.83	14,779.93	0.00	28,007.79

INPREST FUND STATEMENT 62
MONTH OF NOVEMBER 1990

PROJECT NAME: BANFES/TRAINING OFFICE PROJECT NO: 2136 LESOTHO
CONTRACT NO: 632-0222-C-00 5008-00

PREPARED BY: Volisa ZEKA
APPROVED BY: DR. FRANK SCHORN

SHEET NUMBER 4

TYPE CH/NO REC/NO	DESCRIPTION	DATE	602 Administ Staff	604 Consul- tants	608 Meetings Confer.	610 Telephone Telex	611 Postage Delivery	612 Printing Reprod.	614 Supplies Equipment	615 Miscell. Expenses	616 Rent/Mnt Utilities	624 Equipment rent/rep.	627 Education Allowance	629 Particip. Expenses	642 Airfares	643 Subsis- tence	TOTAL EXPENSES	DEPOSITS	BANK BALANCE
	BALANCE B/F SHEET	3	0.00	275.74	0.00	1,893.22	240.00	498.00	1,476.14	0.00	750.00	0.00	0.00	0.00	0.00	9,646.83	14,779.93	0.00	28,007.79
T 852140 0390	Meals/Accommodation ACT 328 Workshop for BlindResource person DR ROLLAND:HOTEL VIC	15/11/90														413.43	413.43		27,594.36
T 852141 0391	Purchase of office supplies for Banfes Training Office G.R. STATIONERS	15/11/90							46.55								46.55		27,547.81
T 852142 0392	Training of Trainers Workshop ACT 303 33.5hrs at M20.00ea	15/11/90		670.00													670.00		26,877.81
T 852144 0394	FRANCINA MOKHITLI Fixing"Uninterruptible Power Supply"unit P.O. 842 Inv 4185	15/11/90										758.66					758.66		26,119.15
T 852145 0395	QUADRANT COMPUTERS Repairs to official Banfes Trng Vehicle AB 147, PO # 856	15/11/90										2,033.68					2,033.68		24,085.47
T 852146 0396	SOUTHWAY MOTORS Fax bill for Banfes Trng:for October '90 POs 840, 850, 852	21/11/90				338.40											338.40		23,747.07
T 852147 0397	MACMILLAN BOLESWA ACT303 Training of Trainers 17.30 x 20 and 42km @.25 each	21/11/90														356.50	356.50		23,390.57
T 852148 0398	REFILOE MOFOLO Phone bill for MFE Evaluation, Primary InService & B/Trng	21/11/90				2,037.61											2,037.61		21,352.96
T 852149 0399	TELECOMMUNICATIONS Staff salary for November 1990	22/11/90	761.25														761.25		20,591.71
T 852150 0400	LETTA MATHE Staff salary for November 1990	22/11/90	1,003.28														1,003.28		19,588.43
T 852151 0401	SETSONI LEBUSA Staff salary for November 1990	22/11/90	420.00														420.00		19,168.43
	THABANG KUENA																		
	Subtotal for this sheet:		2,184.53	670.00	0.00	2,376.01	0.00	0.00	46.55	0.00	0.00	2,792.34	0.00	0.00	0.00	769.93	8,839.36	0.00	
	Cumulative Total		2,184.53	945.74	0.00	4,269.23	240.00	498.00	1,522.69	0.00	750.00	2.34	0.00	0.00	0.00	10,416.76	23,619.29	0.00	19,168.43

IMPREST FUND STATEMENT 62
MONTH OF NOVEMBER 1990

PROJECT NAME: BANFES/TRAINING OFFICE PROJECT NO: 2136 LESOTHO
CONTRACT NO: 632-0222-C-00 5008-00

PREPARED BY: Yolisa ZEKA
APPROVED BY: DR. FRANK SCHORN

SHEET NUMBER 5

TYPE	CH/NO	REC/NO	DESCRIPTION	DATE	602 Adminstr Staff	604 Consul- tants	608 Meetings Confer.	610 Telephone Telex	611 Postage Delivery	612 Printing Reprod.	614 Supplies Equipment	615 Miscell. Expenses	616 Rent/Mnt Utilities	624 Equipment rent/rep.	627 Education Allowance	629 Particip. Expenses	642 Airfares	643 Subsis- tence	TOTAL EXPENSES	DEPOSITS	BANK BALANCE
			BALANCE B/F SHEET	4	2,184.53	945.74	0.00	4,269.23	240.00	498.00	1,522.69	0.00	750.00	2,792.34	0.00	0.00	0.00	10,416.76	23,619.29	0.00	19,168.43
T	852152	0402	Staff Salary for November 1990	22/11/90	2,028.60														2,028.60		17,139.83
T	852153	0403	YOLISA ZEKA ACT 117 Braillist services x 2months Oct & Nov @ M250each Contract105A:E.TSIL0	22/11/90		500.00													500.00		16,639.83
T	852154	0404	ACT 117 Braillist services x Oct & Nov @ M367.50 per month THOAHLANE:Contr 2410	22/11/90		735.00													735.00		15,904.83
T	852155	0405	Parttime secretary for period Nov14-23 32.57hrs @ M6.00each MARY RAMOABI	22/11/90		195.42													195.42		15,709.41
T	852156	0406	Casual labor:cleaned B/Training Offices during November 1990 MRS MAHLAHA	22/11/90														45.00	45.00		15,664.41
T	852157	0407	Rental of facilities for office space and workshops in Nov1990 IENS	29/11/90									800.00						800.00		14,864.41
T	852158	0408	ACT 303 Training of Trainers Workshop 6hrs @ M20.00 each MRS MARIA MOHALE	22/11/90														120.00	120.00		14,744.41
T	852161	0411	ACT339Radio Language ArtsWkshop:Meals and accommodation for 2 MAFETENG HOTEL	29/11/90														104.40	104.40		14,640.01
T	852162	0412	Official vehicle repairs AB 146 Inv. # 49401 New fuel tank NATIONAL MOTORS	29/11/90										13.98					13.98		14,626.03
T	852163	0413	Repairs to Banfes Trng Official vehicle Inv # 0379,PO #845 AFRO FORD :AB147	29/11/90										1,467.20					1,467.20		13,158.83
T	852164	0414	ACT 347:Math Writers Workshop supplies	29/11/90							132.99								132.99		13,025.84
			G.R. STATIONERS																		
			Subtotal for this sheet:		2,028.60	1,430.42	0.00	0.00	0.00	0.00	132.99	0.00	800.00	1,481.00	0.00	0.00	0.00	269.40	6,142.59	0.00	
			Cummulative Total		4,213.13	2,376.16	0.00	4,269.23	240.00	498.00	1,655.68	0.00	1,550.00	4,273.52	0.00	0.00	0.00	10,686.16	29,761.88	0.00	13,025.84

IMPREST FUND STATEMENT 62
MONTH OF NOVEMBER 1990

PROJECT NAME: BANFES/TRAINING OFFICE PROJECT NO: 2136 LESOTHO
CONTRACT NO: 632-0222-C-00 5008-00

PREPARED BY: Yolisa ZEKA
APPROVED BY: DR. FRANK SCHORN

SHEET NUMBER 6

TYPE CH/NO REC/NO	DESCRIPTION	DATE	602 Administ Staff	604 Consul- tants	608 Meetings Confer.	610 Telephone Telex	611 Postage Delivery	612 Printing Reprod.	614 Supplies Equipment	615 Miscell. Expenses	616 Rent/Mnt Utilities	624 Equipment rent/rep.	627 Education Allowance	629 Particip. Expenses	642 Airfares	643 Subsis- tence	TOTAL EXPENSES	DEPOSITS	BANK BALANCE
	BALANCE B/F SHEET	5	4,213.13	2,376.16	0.00	4,269.23	240.00	498.00	1,655.68	0.00	1,550.00	4,273.52	0.00	0.00	0.00	10,686.16	29,761.88	0.00	13,025.84
T 852165 0415	Per diem adjustment ACT3378BotswanaStyTour \$10xRate2.53x10.5dys WILLIAM ENGLISH	29/11/90														265.65	265.65		12,760.19
T 852166 0416	Accountable cash to purchase stamps for official use THABANG KUENA	29/11/90					100.00										100.00		12,660.19
	Subtotal for this sheet:		0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	265.65	365.65	0.00	
	Cumulative Total		4,213.13	2,376.16	0.00	4,269.23	340.00	498.00	1,655.68	0.00	1,550.00	4,273.52	0.00	0.00	0.00	10,951.81	30,127.53	0.00	12,660.19

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M.O.E RESOURCE FILES

1. Supervision & Internship Programs.
2. N.T.T.C. Training Report.
3. Project Evaluation Materials.
4. AGRIC., Vocational, and Practical Studies Materials.
5. Regional Projects/Projects in Africa.
6. Staff Development Training.
7. Participant Training Materials.
8. Special Education.
9. Primary Curriculum Materials.
10. Educational Administration Guides.
11. BANFES Reports.
12. Teacher Training Resources.
13. Management of Training Materials.
14. Training of Trainers Guides.
15. Regional Education Programmes.
16. Ministry of Education Programmes.
17. Ministry of Education Reports.
18. Training & Instructional Materials.
19. Journals:
 - (a) Training and Developmental Journal.
 - (b) Journal of the Society for Internal Development.
20. Local Training Institutions Programs.
21. Regional Training Institutions and Programs.
22. Selected University Catalogues.

MAN/MONTHS SUMMARY OF TRAINING BY COMPONENT
(PROJECT CONTRACT)

MINISTRY OF EDUCATION:

1. Participant training: Page 7 of contract.

- (i) 13 individuals received training at MA level totalling 17 person/years of training (12 person/years were specified in the contract).
- (ii) 2 individuals received training at BA level totalling 4 person/years of training (not specified in the contract but relates to areas of study specified, e.g. Education planning and computerization).
- (iii) 1 individual received training at AA level totalling 2 person/years of training (not specified in contract at this level but relates to study areas requested in contract, e.g. computerization).
- (iv) A total of 23 person years of long term overseas training provided to MOE.

2. Short term training in the US: Page 8 of contract.

- (i) 2.6 person years was provided for short term training in the US.
- (ii) School supply and equipment procurement training was not provided since there were no candidates nominated by the MOE for such training.
- (iii) The short term training occurred in areas specified in section 1: Computerization, Education planning, and administration and financial management.

3. In-country seminars and short courses:

- (i) Regarding training of school managers, two major activities were completed:
 - (a) Activity number 60: Improving communications between MOE and school managers which focussed on coordination of staff placement and other TSU issues (212 school managers attended for five days in March, 1987).

(b) An orientation was provided on purchasing and commodity control for all Headteachers and school managers by the School Supply Unit (Activity number 208, 986 participants for a two day workshop given various sites throughout Lesotho between January and April, 1989).

(c) Accounts and budget formulation:

The BANFES Financial Management Advisor provided extensive on-the-job training to department heads and accounts personnel. In addition, three MOE senior staff participated in a course on managerial finances (Activity number 77 for 5 days in 1987). 2 members of the Planning Unit participated in a financial management course at Harvard University, "Investment Appraisal", June to August, 1988. Activity number 163.

NATIONAL TEACHER TRAINING COLLEGE (NTTC):

1. Participant training: 11 Basotho received training at MA level and 1 at B.Ed level (page 10 of contract only specified 5 positions). However, contract amendment allowed for additional positions.
2. Extensive staff development took place as specified in paragraph 2 on page 10. This included 46 workshops and seminars as well as 2 on-the-job training.
3. Regarding participants' training (page 15):
 - (i) 15.4 person years were provided at Masters level (contract specified 10.7).
 - (ii) 1.7 person years of training was provided at B.Ed level.
 - iii) The total person years of training for NTTC professional staff was 17.1 person years.

NATIONAL CURRICULUM DEVELOPMENT CENTER (NCDC):

PARTICIPANT TRAINING:

1. Regarding long term overseas participant training for NCDC/IMRC; 4 person years at M.Ed. level, 9 months for 1 certificate.
2. A total of 4.9 person years was provided to the IMRC. The contract specified a total of 6 person years. However, the NCDC was unable to nominate appropriate individuals (page 22 of contract):
 - (i) Evaluation and testing was dealt with by short term in-country and overseas training on a cross-component basis. This included PSLE, Test Development workshop activities, number 45, 65, 120, 261 and 334. In addition, short-term overseas training was provided to the NCDC testing specialist activity number 133.
 - (ii) Positions in primary methods was re-distributed to the NTTC.
 - iii) 3 long term overseas participants were sent in the area of instructional media as requested by the MOE. This was due to the importance of the interactive radio initiative (the contract only specified one scholarship).
 - (iv) The curriculum and instruction position was transferred to the NTTC since there were no nominations from the NCDC.
 - (v) The vocational and technical positions was transferred to TSTC since there were no nominations from NCDC.
3. Regarding in-country training:
 - (i) 8 National Dissemination Workshops completed (page 22 of contract).
 - (ii) 55 workshop/seminar/courses were provided in the areas of curriculum administration, audio visual production and staff development as outlined on page 21 of the contract.

- iii) No staff member was nominated for long term BA training at NUL in the areas of curriculum development and administration. This was due in part to logistical constraints e.g. availability of staff.

THABA-TSEKA SKILLS TRAINING CENTER (TSTC):

1. 1.4 person years of training was provided (see page 26 of contract). No additional requests were made for long term overseas training; see page 29 of contract which notes 2.4 person years.
2. Regarding in-country training: The project facilitated 5 on-the-job training, 3 workshops, 2 courses and 3 regional study tours.

PERSON MONTHS OF TRAINING

PARTICIPANTS: STUDY T : COURSES: WORKSHOPS: OJT/OTHER					
MOE	23 Person/yrs	21 m/m	**79.6	264 m/m	**75.3
NTTC	17 Person/Yrs	9.6 m/m	6.6	208 m/m	3.7
NCDC IMRC	4.9Person/Yrs	12.9 m/m	2.8	*702 m/m	18.2
TSTC	1.4Person/Yrs	2.7 m/m	16	5 m/m	3.1
TOTAL:	46.3	46.2	105	1,179	100.3

* Includes dissemination activities for primary school teachers

** High figure relates to training over 89 support staff in secretarial practices and wordprocessing.

COMPILED BY TRAINING OFFICE

PREPARED BY THE TRAINING OFFICE DECEMBER, 1990**SUMMARY OF ACTIVITIES BY PROJECT-OUTPUTS**

OUT-PUT	NO. OF ACTIVITIES	NO. OF PARTICIPANTS
<hr/>		
<u>MOE</u>		
Trained staff	77	2,676
Personnel system	6	85
Planning data base	9	42
SSU	4	993
TSU	5	43
See memo	6	367
	----	----
SUB-TOTAL	107	4,206
	=====	=====
<hr/>		
<u>NTTC</u>		
Trained staff	39	557
Improved curriculum	22	458
Instructional support	7	641
Per/Admin/fin.system	11	242
Test TT Curr. & Meth.	1	37
	----	----
SUB-TOTAL	80	1,935
	=====	=====
<hr/>		
<u>NCDC/IMRC</u>		
Primary Sch. curriculum	41	1,120
Exam and Eval. Systems	6	132
Instructional Materials	21	630
Curriculum Dissemination	18	2,111
Trained Staff	12	136
Sch. commun.& parents	1	0
	----	----
SUB-TOTAL	99	4,129
	=====	=====
<hr/>		

TSTC

Functioning TSTC	2	34
Trained Staff	9	20
Trained Craftsmen	2	70
Outreach Programme	1	3
	----	=====
	14	127
	=====	=====

=====

GRAND TOTAL	300	10,397
	===	=====

LONG-TERM-OVERSEAS-TRAINING

Present number of trainees sent to the States = *33
Trainees returned home/finished studies = *33

* Includes a nine month non-degree course at the University of Jacksonville

TOTAL = 33

SUMMARY OF ACTIVITIES BY TYPE

TYPE	NO. OF ACTIVITIES	NO. OF PARTICIPANTS
Short-term in Lesotho	209	10,145
Short-term in the Region	39	178
Short-term international	13	32
Medium-term in Lesotho	3	6
Long-term in Lesotho	2	2
Long-term international	33	33
See memo	1	1
	----	-----
TOTAL	300	10,397
	===	=====

SUMMARY OF ACTIVITIES BY FORMAT

FORMAT

Participant's training	35	35
Study tour	27	158
Course	31	112
Conference	14	539
Workshop	154	8,241
Independent study	1	1
On-the-job-training	21	451
See memo	15	452
Evening College	2	408
	---	---
TOTAL	300	10,397
	===	====

SUMMARY OF ACTIVITIES BY TYPE

1986

Short-term in Lesotho	27	972
Short-term in the Region	5	27
Short-term international	1	1
Long-term international	5	5
	---	---
TOTAL	38	1005
	===	====

1987

Short-term in Lesotho	43	1898
Short-term in the Region	13	83
Short-term international	2	4
Medium-term in Lesotho	3	6
Long-term international	4	4
See memo	1	1
	---	---
TOTAL	66	1996
	===	====

1988

Short-term in Lesotho	52	2445
Short-term in the Region	6	22
Short-term international	7	9
Long-term international	23	23
	----	----
TOTAL	88	2499
	===	====

1989

Short-term in Lesotho	54	3,096
Short-term in the Region	11	37
Short-term international	1	3
Long-term in Lesotho	1	1
Long-term international	1	1
	-----	-----
TOTAL	68	3,138
	=====	=====

1990

Short-term in Lesotho	34	1,733
Short-term in the region	4	9
Short-term International	2	16
Long -term in Lesotho	1	1
	----	----
	41	1,750
	===	=====

Appendix K

MOE TRAINING SUMMARY - JANUARY 1986 - DEC. 1990.

	Participant Training			Study Tours			Course			Conference			Workshops			On-the-Job			Other		
	No. of part/actv			No. of part/actv			No. of part/actv			No. of part/actv			No. of part/actv			No. of part/actv			No. of part/actv		
MOE	16	16	3	44	10	3	53	15	3	328	6	3	2754	39	3	342	10	3	669	11	3
NTTC	12	12	3	27	6	3	31	10	3	0	0	3	1746	48	3	28	2	3	91	2	3
NCDC & IMRC	6	6	3	74	8	3	7	4	3	211	8	3	3678	64	3	52	4	3	101	5	3
TSTC	1	1	3	13	3	3	21	2	3	0	0	3	63	3	3	29	5	3	0	0	3
TOTAL	35	35	3	158	27	3	112	31	3	539	14	3	8211	154	3	451	21	3	861	18	3

Total Number of Participants = 10,397

Total Number of Activities = 300

Totals/Comp	Part/Actv
MOE	= 4206 107
NTTC	= 1935 80
NCDC/IMRC	= 4129 99
TSTC	= 127 14

Compiled in - DECEMBER, 1990

LONG TERM OVERSEAS PARTICIPANT TRAINING

Name of Participant	Age	Sex	Component	Title Present Position	Institution	Area of Study	Degree	Starting Date	Completion Date	Files	PIDPs
M. Makakole		F	MOE	Statistician/Educational Planner	Virginia Polytech. Inst.	Planning/Stats. for Education	MA	Sept. '86	Aug. '87	23	632-0222-1-40110
M. Masea		F	MOE	Computer Operator/Statistician	No. Virginia Community, Alexandria Campus	Computer Programming	AA	Sept. '86	Sept. '89	24	632-0222-1-40111
M. Makara		M	MOE	Chief Ed. Officer (Inspect.)	U of Mass	Inspection/Supervision	MA	Jan. '87	May '88	29	632-0222-1-40117
M. Tsuinyane		M	MOE	Principal Personnel Officer	U of Mass	Personnel Management	BA	Jan. '87	Dec. '88	30	632-0222-1-40115
A. Lephoto		M	MOE	Planning Officer	Pittsburgh University	Educational Planning & Statistics	MA	Jan. '88	May '89	99	632-0222-1-40147
<u>Sethulwe Ntseapole</u>		M	MOE	Education Officer (Inspect.)	U of Mass	Primary Curriculum Supervision	BA	Sept. '88	May. '90	123	632-0222-1-40163
Ben Paneng		M	MOE	Deputy Principal Secretary	Florida State U	Education Admin./Leadership	M.Ed.	Sept. '88	Aug. '89	130	632-0222-1-40164
Lined Phachaka		F	MOE	Coord. Early Child Dev. & Spec. Ed.	Washington Univ.	Special Ed. Management	M.Ed.	Sept. '88	Jan. '90	124	632-0222-1-40167
M. Molise		F	NTTC	Asst. Lect. Professional Studies	Ohio U	Inservice	MA	Sept. '86	Aug. '87	27	632-0222-1-40112
M. Mohasi		F	NTTC	Asst. Lect. Home Econ.	Ohio U	Prim. Method. & child Development	MA	Sept. '86	June '88	26	632-0222-1-40113
M. Mokuwane		F	NTTC	Asst. Lect. Home Econ.	Iowa State U	Practical Sk.	MA	Jan. '87	Aug. '88	31	632-0222-1-40110
L. Mubuthoane		F	NTTC	Lecturer Social & Dev. Studies	Ohio U	Social & Dev. Studies	MA	Jan. '88	May '89	107	632-0222-1-40155
J. Seluteng		M	NTTC	Intern Supervisor	Ohio U	Teacher Ed. Supervision	MA	Jan. '88	May '89	103	632-0222-1-40149
J. Hlapu		M	NTTC	Asst. Lect. Agriculture	Utah State U	Agric. Ed.	BA	Jan. '88	Aug. '89	104	632-0222-1-40150
<u>Mota Sekonyela</u>		M	NTTC	Asst. Lect. English	University of Wisconsin	Elem. Lang. Arts	M.Ed.	Sept. '88	May. '90	135	632-0222-1-40168
<u>Malebene Mphahane</u>		F	NTTC	Asst. Lect. Professional Studies	U of Mass	Guidance & Counselling	M.Ed.	Sept. '88	Dec. '89	136	632-0222-1-40169
<u>Michael Mkhutshy</u>		M	NTTC	Intern Supervisor	Ohio State University	School Supervision Internship	M.Ed.	Sept. '88	Mar. '90	137	632-0222-1-40170
<u>Maria Mkhulu</u>		F	NTTC	Intern Supervisor	Florida Intern. University	Arts & Crafts	M.Ed.	Sept. '88	Mar. '90	138	632-0222-1-40171
Idde Matokane		F	NTTC	Asst. Lect. Sesotho	Moorehead State University	Primary Methodology	M.Ed.	Sept. '88	Dec. '89	127	632-0222-1-40172
<u>Malinge Mwanje</u>		M	NTTC	Asst. Lect. Agriculture	Utah State University	Agriculture Education	M.Ed.	Sept. '88	May. '90	139	632-0222-1-40175
C. Sehlabu		M	IMRC	Production Supervisor	So. Illinois	Instructional Technology	MA	Sept. '86	June '87	25	632-0222-1-40114
M. Ramalli		F	IMRC	Schools Broadcasting Officer	Ohio U	Educational Media Production	MA	Jan. '87	June '88	28	632-0222-1-40119
R. Sakaane		M	IMRC	Course Designer	San Diego St. U	Radio Production	MA	Jan. '88	Sep. '89	102	632-0222-1-40148
Mosuo Motwane		M	TSTC	TSTC Director	Florida International Univ.	Technical & Vocational Management	MS/MA	Sept. '88	Dec. '89	115	632-0222-1-40165
Reginald Moseki		M	School	Headmaster	University of Washington	Sch. Admin. Supervision	M.A.	Sept. '88	Aug. '89	146	632-0222-1-40176
<u>Voluntine Mungu</u>		F	School	Asst. Teacher	Atlanta Univ.	Primary Lang. Arts	M.A.	Sept. '88	May. '90	147	632-0222-1-40177
<u>Justina Mwezikane</u>		F	School	Teacher	Atlanta Univ.	Primary Methods/Supervision	M.A.	Sept. '88	May. '90	148	632-0222-1-40178
<u>Mabeteung Khali</u>		F	School	Asst. Teacher	Ohio Univ.	Primary Methods/English	M.A.	Sept. '88	Dec. '89	149	632-0222-1-40179
Michael Setu		M	School	Headmaster	Univ. of Wisconsin	Primary Curriculum	M.A.	Sept. '88	Dec. '89	150	632-0222-1-40180
Indira Tsoo		M	School	Deputy Headmaster	Ohio Univ.	Sch. Admin. Supervision	M.A.	Sept. '88	Dec. '89	151	632-0222-1-40181
Carol L. Sotomani		M	School	Headmaster	Atlanta Univ.	Lang. Arts/Ed. Psy	M.A.	Sept. '88	Dec. '89	152	632-0222-1-40182
Melanie Mphahane		M	School	Asst. Teacher	Atlanta Univ.	Admin. Supervision	M.A.	Sept. '88	Dec. '89	153	632-0222-1-40183

EVENING COLLEGE RESPONSES ON FACULTY QUESTIONNAIRE

INTRODUCTION:

Questionnaires were sent from the Training Office to all Evening College faculty in June, 1990. Questions focused on the usefulness of the textbooks and instructional materials, the importance of the field project as well as a review of what skills were gained. In addition, faculty were requested to provide an overall assessment of the Evening College. A sample questionnaire is attached.

Approximately 30% of the faculty responded. The following is a summary of their comments:

- (a) Course assignments focused on actual problems and challenges teachers were facing.
- (b) It was a well structured upgrading program which dignified the role of the classroom teacher as an instructional improvement specialist.
- (c) It provided university standard studies to teachers by well trained professional educators.
- (d) It was a highly relevant program.
- (e) It engaged highly qualified tutors and provided the MOE with a core of outstanding in-service educators which could be employed throughout the country.
- (f) It allowed teachers to remain on their jobs to study on a part-time basis either on weekends or evenings assuring that normal activities were not disrupted.
- (g) It provided primary teachers with opportunities they would never have had especially those in remote areas.
- (h) It has helped teachers with classroom management, child-centered teaching techniques and appropriate use of instructional materials.
- (i) It has helped teachers appreciate alternative approaches to educating children and provided them with outstanding course materials.
- (j) It has helped teachers with large classes with mixed ability levels to provide more effectively for individual differences.

- (k) It has provided teachers with skills that relate to increased student involvement and participation, improved communication, utilizing existing resources and determining the impact of their instructional program.

INSTRUCTIONAL MATERIALS:

Most faculty felt that the primary education materials were relevant but that the materials in the management component were too difficult and did not relate to the realities of Lesotho schools. The text for the research course was considered too complicated and a basic text on evaluation was recommended. Handouts from selected readings along with class notes were considered most appropriate.

RESEARCH PROJECT:

All faculty agreed that this should remain a central component of the program. It allowed participants to relate theory to practice. Nonetheless faculty were concerned that given the wide range of abilities in each course, the exercise should be simplified.

It was also suggested that this activity begin halfway through the program, not at the end. Even though the quality of the project varied, all students were in a position to focus on a relevant problem that directly related to improving instruction at their schools.

WHO SHOULD ATTEND?

Most faculty recommended that any primary school teacher interested in upgrading, should be in a position to attend. The program in the future could focus on special groups such as school administrators and secondary school teachers. It was also stated that the program's greatest strength was that it provided training throughout Lesotho utilizing IEMS facilities. This provided access to a large portion of primary school teachers. It was recommended that additional sites such as Mokhotlong and Qacha's Nek be identified. It was also suggested that criteria for selection require at least a PTC certificate from the NTTC to assure a more homogeneous group.

SKILLS GAINED:

Most faculty believe that primary school teachers have been exposed to new methods which should help them provide a meaningful instructional program for a wide range of abilities and limited resources in a typical primary school classroom. Specifically, these skills relate to improving motivation, developing appropriate instructional materials and evaluating the impact of their instructional program.

ORGANIZATION:

The program was considered well organized and faculty appreciated logistical support that related to acquiring and distribution of text books and instructional materials, record keeping support and faculty orientation guideline programs.

OVERALL ASSESSMENT:

1. All faculty agreed that the program should continue and fills an important need for primary school teachers to upgrade their skills. It was noted that this group must have access to advance themselves and deserve credit for their accomplishments.
2. In terms of the content, the program has focused on the needs and challenges facing school teachers in Lesotho. Courses such as Managing Instructional Improvement, In-Service teacher training, Innovations in Primary Methodology and Supervision and Staff Development were highly relevant. The programs in Early Childhood and School Management were equally appropriate.
3. The in-country training model used in the program was a major strength. This part-time approach in which participants are away from their work, outside school hours, is in many instances preferable to having staff away for long periods of extended training. Courses were designed so that participants could apply what they learned back on their jobs. Many schools benefited from the program.
4. A majority of the instructional staff were highly trained Basotho and most were willing to teach in the remote areas of Lesotho. Their involvement assures us of a pool of in-service educators that can be used in future training activities. Their contributions are indeed appreciated.
5. This program is especially appreciated since the major beneficiaries have been primary school teachers.
6. It was noted that all the faculty appreciated that participants were provided free tuition, text books, transport and meals by BANFES. In the future participants would be required to make appropriate contributions.

LONG-TERM OVERSEAS PARTICIPANT TRAINING

Responsibilities and Sequence of Events

I COMPONENT SELECTION COMMITTEE

- (a) Reviews Training Plan to determine areas of training and number of positions.
- (b) Determines criteria for selection.
- (c) Determine process for selection.
- (d) Arranges and participates in interviews.
- (e) Makes final nominations.
- (f) Writes letter of justification for finalists and submits placement file to Training Committee through appropriate BANFES T.A.

II TRAINING COMMITTEE

- (a) Reviews letters of justification and assures that placement file is completed.
- (b) Documents for the Workgroup with such factors as length of service and performance, to make sure that they have been considered and that the selection process was fair.
- (c) Makes final recommendations to the Workgroup.
- (d) Informs Component Coordinators final decision made by the Project Workgroup.

III PROJECT WORKGROUP

- (a) Reviews recommendations made by the Training Committee.
- (b) Approves candidates for overseas training, communicates all decisions to the Training Committee.

IV TRAINING OFFICE

- (a) Establishes a comprehensive Training file on each candidate and shares completeness of file, a checklist is attached.
- (b) Assigns BANFES T.A. as an in-country officer for each participant.
- (c) Negotiates final course of study in consultation with BANFES T.A., the participant, U of Mass, the host training institution and the Training Coordinator.
- (d) Arranges for TOFEL and GRE examinations.
- (e) Gains clearance from MOE and the National Manpower Secretariat. This includes the completion of the agreement to complete Government Service Form and the MOE Nomination Form which are signed by the Permanent Secretary.
- (f) Arranges for official approval from USAID/Maseru including PIO/P number and authorisation to elect funds.
- (g) Arranges pre-departure orientation program in Lesotho.

- (h) Makes final arrangements for passport, visa and travel.
- (i) Periodically receives status reports on participants and forwards to appropriate organisation and individuals in Lesotho.

V USAID

- (a) Provides official approval on all Overseas Participants Training Nominees.
- (b) Has a representative on the Training Committee.

VI MOE

- (a) Provides official nomination of candidate to the National Manpower Secretariat.
- (b) Reviews all Training Plans to assure that appropriate individuals are nominated.
- (c) Has representative on the Training Committee.
- (d) Arranges dependent's allowances.
- (e) Guarantees placement when the individual returns from training.

VII UNIVERSITY OF MASSACHUSETTS

- (a) On the basis of the placement file, locates an appropriate training institution.
- (b) Arranges for admission.
- (c) Selects an advisor for each participant at the host institution and consults to assure that the individual is provided with a relevant program as agreed upon in the PIO/P.
- (d) Provides an orientation for each participant.
- (e) Monitors all overseas training in terms of the participant's grades, interests, concerns, and reports each semester to the Training Coordinator documenting both performance and that the individual is following his/her prescribed program in a timely manner.
- (f) Arranges special study tours, attachments, practicums, internships whenever appropriate to enrich instructional program.
- (g) Recommends modifications in the instructional program whenever appropriate.
- (h) Recommends follow-up activities.
- (i) Arranges all financial support.

MOE TRAINING OFFICER

POSITION DESCRIPTION

A. GENERAL SUMMARY OF POSITION: Coordinate all-in-country training activities funded under the MOE, all pre-departure activities for overseas training, assist the Ministry of Education to develop a comprehensive schedule for planning and administering training programs, maintains computer based planning and monitoring system for all Ministry of Education training and provide documentation on all training activities.

B. EXAMPLES OF DUTIES

1. Works with MOE staff and Program Heads to develop detailed training plans.
2. Secures short-term consultant training assistance, and local logistical support as required.
3. Evaluates each training activity.
4. Advises the DPS of needed revisions in the MOE training plans.
5. Serves as the MOE Training Officer for long- and short- term overseas training in cooperation with appropriate GOL, Donor and training institutions.
6. Assists with the development of MOE long-term staff development plans.
7. Coordinates all impact studies of training activities by the Training Committee.
8. Identifies, with the Donor, appropriate overseas training programs for MOE Personnel.
9. Maintains computerized system for planning and monitoring MOE training activities.
10. Trains GOL staff in developing comprehensive training system.
11. Documents innovations in training design, planning, monitoring and evaluation.
12. Reports to the DPS and the MOE Training Committee on a regular basis.

SUMMARY OF TRAINING COSTS**1. ANALYSIS OF TRAINING ACTIVITIES**

A) BY TYPE/FORMAT	AMOUNT	NO. OF ACTIVITIES
STUDY TOURS	548,230	(27)
PARTICIPANT TRAINING	3,363,000	(35)
CONFERENCES	86,200	(14)
ON THE JOB TRAINING	67,937	(21)
INDEPENDENT STUDY	2,750	(1)
WORKSHOPS	1,045,600	(154)
SHORT-TERM COURSES	322,879	(31)
OTHER/EVENING COLLEGE	53,352	(17)

B) TOTAL COST FOR TRAINING	AMOUNT	NO. OF ACTIVITIES
IN-COUNTRY	1,304,887	(215)
REGIONAL	219,546	(39)
INTERNATIONAL	4,021,642	
TOTAL	R5,546,076	

C) ANALYSIS BY COMPONENT

COMPO NENT	INCOUNTRY	REGIONAL	INT'NAL	TOTAL
NTTC	137,972	49,488	1,320, 971	1,508,431
NCDC & IMRC	600,181	95,876	382,164	1,078,221
MOE	561,652	62,288	2,206,007	2,829,948
TSTC	5,081	11,893	112,500	129,474

D) ANALYSIS OF COST FOR MAJOR ACTIVITIES

I

CURRICULUM DISSEMINATION TL COST	264,090
BREAKTHROUGH TO LITERACY	159,975
L.R.L.A	60,097

II. STAFFING

SENIOR ADMIN OFFICER YEARLY	24,336
ASSIST SENIOR ADMIN OFFICER YEARLY	12,684
SENIOR EXECUTIVE SECRETARY YEARLY	8,700
OUTSIDE LOGISTICS (DRIVER	5,040
TOTAL	50,760

III. MATERIALS RESOURCES YEARLY

DUPLICATIONG MACHINES	**
MAINTENANCE/SERVICE	18,000
PETROL	18,000
SERVICE	6,000
** PRESENT COST	36,297